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Learning Center How to Use Delicious

Adventure, Experience & an Education

Service Learning with the
Minnesota Indian Women's Resource Center
Learning Center

Candice La Plante and Lindsay Peifer
LIS 7963 Libraries and Social Justice
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Service Learning Opportunities

The Minnesota Indian Women's Resource Center's Learning Center is proud to serve as a Service Learning site for students from a wide variety of fields. Currently working to develop their information services, students from Library and Information Science-related fields are highly encouraged to undertake Service Learning projects with the Learning Center.

Service Learning is an exciting, impactful, educational opportunity, wherein students get to exercise, enhance and reflect on classroom learning whilst serving in their community. The opportunities and benefits offered by Service Learning are plentiful.

For the Service Learner, Service Learning:

- bridges course work and real life experience.
- enhances critical thinking skills.
- improves interpersonal skills, including collaboration and leadership skills.
- provides insight into social issues, different cultures and community needs.
- allows for safe exploration of the workplace and a multitude of professional opportunities.
- promotes the production, documentation and evaluation of real-life projects.
- connects theory with practice in a way that positively shapes the world around them.

For the recipient of Service Learning efforts, Service Learning:

- advances community integration efforts.
- raises awareness and visibility of the organization.
- promotes cultural, social and structural awareness for all parties involved.
- brings fresh, unique and well-educated individuals in, while not taxing the budget.
- provides new insight and resources for problem solving efforts.
- helps efficiently address community needs.
- exposes community to emerging professionals, leaders and innovators.

For guidance, the Learning Center staff has developed a list of possible Service Learning projects they would like to see undertaken by future Service Learners. These projects vary in purpose, methodology, resource requirement, depth and duration. However, they all share one common theme: They will greatly enhance the information services offered by the Learning Center, and, as a result, strengthen the community.

Potential Service Learners are encouraged to peruse the collection of Service Learning Opportunities herein listed, and determine how they would like to contribute to the MIWRC's Learning Center. Once a project is chosen, Service Learners are encouraged to creatively approach the information need, using their skills and learning in a meaningful manner, while striving to address community needs as they are experienced and addressed by the Learning Center.

Miigwech & Happy Service Learning!



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Service Learning Opportunities

Prior to beginning Service Learning with the MIWRC Learning Center, each student must:

- attend an organizational orientation with Sue Kincade, the HR Director for the greater MIWRC. Sue can be contacted at skincade@miwrc.org, or at 612.728.2004.
- review the Service Learning Opportunities herein listed. Even if an alternative Service Learning project is chosen (i.e. not listed herein), it is important to have an understanding of the vision the staff has for the Learning Center.
- meet with members of the Learning Center staff, to include Jo Lightfeather, Beth Saftner and Janet Kostohryz, to discuss the Service Learning experience. Together, you will decide on a project, what hours will be worked, and how to ensure that both the student's and the Learning Center's needs are met by the Service Learning experience.
- critically evaluate his/her own prejudices, privileges and preconceived notions of working with and for the MIWRC's patron population. Self-aware Service Learners are effective Service Learners!

Do's & Don'ts of Service Learning with the MIWRC

Do's of Service Learning

- Do request an orientation onsite to include the mission, history and the population served.
- Do clarify your learning objectives, hour requirements, and reason for serving at the MIWRC.
- Do ask for assistance, insight and opinion of staff members frequently and favorably.
- Do focus on developing sustainable projects and efforts for the MIWRC Learning Center, supporting new projects through creation of literature, instruction and training of staff members.
- Do discuss your experiences with fellow Service Learners, classmates and your instructor.
- Do make the most of this amazing opportunity to work alongside a wonderful organization!

Don'ts of Service Learning

- Do Not assume that you know the population's information needs better than the MIWRC staff.
- Do Not forget that you are representing not only yourself, but your educational institution as well.
- Do Not hesitate to contact MIWRC staff or your instructor if you experience difficulties or encounter danger in the course of your Service Learning.

Note

Please observe that the following list of Service Learning Opportunities is not exhaustive, but preliminary in nature. It is necessary that Service Learners, in conjunction with Learning Center staff, critically examine current needs experienced by the population and by the Learning Center itself, and ensure that efforts are put forth to resolve them. Acute service needs should receive top priority in the process of Service Learning.



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Archives Exploration, Management and Description

Description of Work:

The MIWRC Learning Center holds approximately 12 file cabinets full of undocumented items, including monographs, journal extracts, original works by the MIWRC and other Native American information producers, manuscripts, primary historical documents, and much more. At this time, it is unknown what is held by the MIWRC. In this Service Learning position, students will begin searching these cabinets, exploring what is available, what should be weeded, what should be preserved, how it should be organized, as well as documenting the materials found therein.

Due to the ongoing nature of this position, it is strongly advised that Service Learners document their processes for working with the archives. In doing so, it ensures communication with future Service Learning students, coinciding practices and continuity of organizational schemes.

Additional Projects related to Archives, Management and Description:

- Where possible, the creation of pathfinders to pertinent, high-interest topics should be created.
- The question of Copyright and accessibility needs to be addressed. What can patrons have access to? What can they not have access to?

End Goal:

Make sense of, distill and document the MIWRC Learning Center's vast array of archival resources. This will increase the collection's visibility, accessibility and usefulness, whilst ridding the collection of unneeded materials that distract from the richness of the MIWRC's holdings.

Keywords:

Archives – Primary Documents – History – Copyright – Cataloging – Access – Organization – Preservation – Pathfinders – Ongoing – Management – Weeding

Approximate Time to Complete:

Ongoing. As the workload is large, Service Learners should predetermine a portion of the archives they would like to focus on: whether that be a particular topic, a particular selection of drawers or whatever can be done within a particular window of time. It is important to decide ahead of time what will be surveyed by each Learner, as the overall task may overwhelm those approaching it.

Possible Resources:

Hackbart-Dean, P., & Slomba, E. (2009). *Processing decisions for manuscripts & archives*.

Washington, DC: Association of Research Libraries

Behrnd-Klodt, M. (2008). *Navigating legal issues in archives*. Chicago, Ill.: Society of

American Archivists.

SCU Classes That are Likely to Apply to this Project:

LIS7300 Cataloging & Classification

LIS7480 Collection Management

LIS7550 Information Policy

LIS7700 Management of Libraries and Information Centers

LIS7740 Special Libraries

LIS7750 Archival Administration & Services

LIS7963 Topics: Libraries and Social Justice

LIS8810 Advanced Archival Management



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Branding and Public Relations Efforts.

Description of Work:

In order to raise the community's awareness and understanding of the MIWRC Library, branding and public relations efforts should be undertaken. Taking simple steps towards service branding will help the library quickly and efficiently communicate its purpose to the community. Public relations efforts will make the library more visible and accessible, bringing it, its services, its collection and those it serves much-needed attention.

Possible projects in branding include:

- Develop uniform formats for all MIWRC Learning Center publications.
- Update old MIWRC library materials to reflect current mission, identity, location and patronage.
- Create a slogan, to summarize the library's Mission Statement, which will efficiently communicate the library's essence in a seven words or less.

Possible projects in public relations include:

- List the library as a resource in various schools, research forums, social service concerns, Native American news arenas and general service directories.
- Discover and initiate outreach opportunities to various groups, including schools, service providers, work places, public forums, etc.
- Originate outreach materials, including advertisements for the library, such as posters, handouts and bookmarks that can be easily shared during visits.

End Goal:

Establishment of a well-developed, unique and unified identity for the MIWRC Learning Center Library, as well as its services. Recognition in the organization and in the wider community that the library provides unique information services.

Keywords:

Branding – Identity – Mission statement – Public relations – Product promotion – Marketing – Networking – Outreach – Communications – Strategic planning – Coordination – Slogan – Logo – Handouts – Publications – Service development

Approximate Time to Complete:

Both branding and public relations are ongoing efforts, neither of which are ever truly complete in a vital, active organization. As such, students who select to work on either of these projects should define ahead of time their goals and extent of service involvement.

Possible Resources:

- Dempsey, B. (2004). Target your brand: Build an identity that works in the age of the superstore. *Library Journal*, 129(13), 32-35.
- Doucett, E. (2008). *Creating your library brand: Communicating your relevance and value to your patrons*. Chicago, IL: American Library Association.
- Dowd, N., Evangeliste, M., & Silberman, J. (2010). *Bite-sized marketing: Realistic solutions for the overworked librarian*. Chicago, IL: American Library Association.
- Keller, J. A. (2008). Branding and marketing your library. *Public Libraries*, 47(5), 45-51.
- Stimson, N. F. (2007). Library change as a branding opportunity: Connect, reflect, research, discover. *C&RL News*, 68(11), 694-698.
- Yun, S. (2004). Branding helped to promote our library and its technology. *Computers in Libraries*, 24(5), 18-23.

SCU Classes That are Likely to Apply to this Project:

LIS7010 Intro. To Library & Information Science
LIS7160 Communication for Leadership
LIS7480 Collection Management
LIS7610 Public Relations
LIS7700 Management of Libraries and Information Centers
LIS7710 Public Libraries
LIS7740 Special Libraries
LIS7963 Topics: Libraries and Social Justice



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Service Learning Opportunities

Service Learning Opportunity:

Collection map creation for the MIWRC, which is a graphic representation of the strengths and weaknesses as well as the quantity and quality of a collection.

Description of Work:

Step One: Data Collection—Count total collection

Step Two: Subdivide collection

- Divide collection into small, manageable segments that match various needs and interests of patrons
- Assess what patrons want and need and then decide where the collection needs more materials
- Choose a different section of collection to map each year, which maintains continual evaluation of materials

Step Three: Evaluate Subdivision

Step Four: Drawing the Map

- Can be as simple as a bar chart
- Can be as creative as a drawing
- Claris Works or Excel can be used

Steps to Creating the map:

- Provide introduction—briefly describe background and history of library, location information, and any pertinent data about the library
- If appropriate, include weeding status, renovations, etc.
- Size and quality of collection should be shown
- Present a broad picture that is easily seen of collection status
- Cannot be too detailed

Step Five: Presentation

- Enlarge the map to be poster-sized
- Can be used as part of tour of library and as a sharing tool to exchange with other libraries

End Goal:

- Help the MIWRC evaluate the strengths and weaknesses of their collection. Over time, it will also allow the library to see the quality of their collection and which resources are being used and how the library is supporting its users. This will enable the library to select and weed their collection better—showing them visually where the collection needs to be changed. Additionally, the collect map helps in funding requests as well as helps patrons find the material within the library.

Keywords:

Collection Mapping — Weeding — Deselection — Selection — Patron Needs — Promotion — Graphic Representation — Networking — Funding — Evaluating library — Collection Surveying — Collection Analysis — Collection Planning

Approximate Time to Complete:

Determined by area of map being created. Each individual Service Learner should easily be able to map at least one area of library per 20-30 hour Service Learning position. This includes the time taken to research, explain, teach, and pass on the information necessary for the MIWRC Library staff to maintain and use the collection map.

Possible Resources:

Harbour, D. (2002). Collection Mapping. *Book Report*, 20(5), 6.

Lamb, A., & Johnson, L. The School Library Media Specialist.

<http://eduscapes.com/sms/program/mapping.html>.

Loertscher, D.V. (1996). *Collection Mapping in the LMC: Building Access in a World of Technology*. Castle Rock, CO: Hi Willow.

SCU Classes That are Likely to Apply to this Project:

LIS 7480 Collection Management

LIS 7500 Information Storage and Retrieval

LIS 7540 Information Systems Analysis and Design

LIS 7610 Public Relations

LIS 7620 Literacy & Library Involvement

LIS 7700 Management of Libraries and Information Centers

LIS 7710 Public Libraries

LIS 7720 Academic Libraries

LIS 7730 School Libraries

LIS 7740 Special Libraries

LIS 7963 Topics: Libraries and Social Justice



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Community Connections, Local & International, Development.

Description of Work:

The MIWRC Learning Center Library is not well connected to other libraries, information providers or sources of possible community collaboration. Help the Library develop relationships with a variety of resources, including peer, professional, and resource-rich educational entities.

Some suggested connections to be made include:

- Professional: American Indian Library Association, American Library Association, Progressive Librarians Guild
- Peer: Tribal Libraries throughout the US and Canada (as sovereign nations, these are international contacts)
- Sources of library volunteers: Saint Catherine University's Masters of Library & Information Science program; Minneapolis Community Technical College's Information Studies and Information Technology programs

End Goal:

Help the MIWRC Learning Center Library integrate into the community, both local and international. By creating community connections, the library will come to better know, understand and collaborate with the community, enabling it to provide better services to its own patron body.

Keywords:

Networking – American Indian Library Association – Tribal Libraries – Peer networks – Resources – Skill building – Service learning – Local knowledge – Community – Professional connections – Knowledge base

Approximate Time to Complete:

Service Learners should focus on at least two of the three groups above (ie Peer, Professional, Resource-rich Educational), and begin sustainable dialogs and projects in conjunction with these community entities during their 20-30 hour Service Learning project.

Possible Resources:

Hill, C. (2009). *Inside, outside, and online: Building your library community*. Chicago, IL:

American Library Association.

- Slotkowski, E. (Ed.). (1998). *Successful service-learning programs: New models of excellence in higher education*. Bolton, MA: Anker Publishing Co.
- Shaffer, C., & Anundsen, K. (1993). *Creating community anywhere: Finding support and connection in a fragmented world*. New York, NY: Putnam Publishing Group.
- Brookover, S., & Burns, E. (2008). *Pop goes the library: Using pop culture to connect with your whole community*. Medford, N.J.: Information Today, Inc.
- Durrance, J. C., & Pettigrew, K. E. (2002). *Online community information: Creating a nexus at your library*. Chicago, IL: American Library Association.

SCU Classes That are Likely to Apply to this Project:

LIS7010 Intro. To Library & Information Science
LIS7160 Communication for Leadership
LIS7600 International Librarianship
LIS7610 Public Relations
LIS7620 Literacy & Library Involvement
LIS7680 Library 2.0 & Social Networking Technology
LIS7700 Management of Libraries and Information Centers
LIS7710 Public Libraries
LIS7963 Topics: Libraries and Social Justice
LIS8010 Special Studies in Librarianship



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Service Learning Opportunities

Service Learning Opportunity:

Copyright research and reporting.

Description of Work:

The MIWRC is interested in learning more about copyright laws and regulations. What can they share with the public? What can they not share?

Collections that must be evaluated for copyright compliance include:

- manuscripts
- archives
- audio-visual
- curriculums
- documentation (loose & filed)
- digital collections

The MIWRC Learning Center has contacted a local lawyer concerning copyright compliance. This contact may serve as a professional, legal collaborator on this project. It is desirable that the Service Learner create a guide to copyright for the MIWRC staff, which will document and detail copyright regulations pertaining to the above-listed collections. Ready-reference information of this nature will continue to serve the library well, and help sustain copyright awareness and compliance.

End Goal:

A solid understanding of the copyright rules and regulations as they pertain to the MIWRC and its collections.

Keywords:

Copyright – Research – Documentation – Information policy – Compliance – Law – Collaboration

Approximate Time to Complete:

As completion of this Service Learning project will entail thorough evaluation of the collection, along with significant research and documentation efforts, it is suggested that it will occupy an entire Service Learning visit, spanning 20-30 hours. Due to the nature of the work, it is suggested that this project be undertaken in collaboration with another party, whether it be a second Service Learner or the above-mentioned outside legal counsel.

Possible Resources:

Crews, K. D. (2006). *Copyright law for librarians and educators: Creative strategies and practical solutions* (2nd ed.). Chicago, IL: American Library Association.

Hirtle, P. B., Hudson, E., & Kenyon, A. T. (2009). *Copyright and cultural institutions: Guidelines for digitization for U.S. libraries, archives, and museums*. Ithaca, NY: Cornell University Library.

Espejo, R. (2009). *Copyright infringement*. Detroit: Greenhaven Press.

Tancs, L. A. (2009). *Understanding copyright law: A beginner's guide*. New York: Oceana.

McJohn, S. M. (2009). *Copyright: Examples and explanations* (2nd ed.). New York, NY: Aspen Publishers.

SCU Classes That are Likely to Apply to this Project:

LIS7010 Intro. To Library & Information Science

LIS7480 Collection Management

LIS7550 Information Policy

LIS7620 Literacy & Library Involvement

LIS7700 Management of Libraries and Information Centers

LIS7710 Public Libraries

LIS7750 Archival Administration & Services

LIS7963 Topics: Libraries and Social Justice

LIS8010 Special Studies in Librarianship



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Mission Statement Development.

Description of Work:

The MIWRC Learning Center Library does not currently have a Mission Statement. The development of a solid Mission Statement is desirable, as it will define the library's identity, purpose, patron population and prime concerns. A well-written Mission Statement serves as a guidepost for current and future decision-making, as it intimates and informs protocol and parameters of service. Working closely with the MIWRC Learning Center staff, while considering the greater MIWRC organization's Mission Statement, develop an impactful, inspiring and identity-defining Mission Statement for the MIWRC Learning Center.

End Goal:

A solid, sustainable Mission Statement ready for implementation at the MIWRC Learning Center Library.

Keywords:

Mission Statement – Internal documentation – Strategic planning – Collaboration – Organizational objectives – Patron population – Identity – Branding – Values

Approximate Time to Complete:

Although the drafting and selection of a MIWRC Library Mission Statement is an important task, it is not a time-consuming one. The project will require meetings with the MIWRC Learning Center staff, as well as research into both the MIWRC organization and library literature concerning Library Mission Statements for successful completion. As this process is more critical than consuming, it should be undertaken in conjunction with another Service Learning project, such as Branding Efforts, in order that it fulfill the learner's Service Learning requirements.

Possible Resources:

Talbot, M. (2003). *Make your mission statement work: Identify your organisation's values and live them every day* (2nd ed.). Oxford: How To Books.

Aldrich, R. S. (2005). Sample mission statements: Public library mission statements. Retrieved from http://midhudson.org/departments/member_information/missions.htm

Doucett, E. (2008). *Creating your library brand: Communicating your relevance and value to your patrons*. Chicago, IL: American Library Association.

Reed, S. G. (2002). *Small libraries: A handbook for successful management* (2nd ed.). Jefferson, NC: McFarland & Company, Inc.

Necessary Resources:

Minnesota Indian Women's Resource Center. (May 2008) Minnesota Indian Women's Resource Center Learning Center brochure. Minneapolis, MN: Minnesota Indian Women's Resource Center.

Minnesota Indian Women's Resource Center. (Oct. 2008) Minnesota Indian Women's Resource Center brochure. Minneapolis, MN: Minnesota Indian Women's Resource Center.

Minnesota Indian Women's Resource Center. (2009) Minnesota Indian Women's Resource Center: Traditional Services, Modern Approach. Retrieved from <http://miwrc.org/>

SCU Classes That are Likely to Apply to this Project:

LIS7010 Intro. To Library & Information Science

LIS7160 Communication for Leadership

LIS7480 Collection Management

LIS7610 Public Relations

LIS7700 Management of Libraries and Information Centers

LIS7740 Special Libraries

LIS7963 Topics: Libraries and Social Justice



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Monograph Recovery, Description, Cataloging and Integration.

Description of Work:

The MIWRC Learning Center is in possession of many boxes, containing primarily monographs that have been collected over the years. The emphasis of this Service Learning project will be to recover the monographs from those boxes, evaluate their fit with the greater collection, decide how to make them available, catalog and organize them for circulation.

End Goal:

Make sense of, organize and integrate the monograph collection of the MIWRC Learning Center into the greater collection. Enhance the monographs' visibility, their accessibility and their relevance to the greater Learning Center and patron population.

Keywords:

Monographs – Archives – Organization – Cataloging – Preservation – Accessibility – Collection Management – Weeding – Resource Recovery

Approximate Time to Complete:

As the number of monograph boxes is difficult to quantify at this time, it is unclear how much of a time investment this project will entail. It is approximated that a Service Learning student can effectively navigate 3-4 boxes of monographs within a Service Learning period of 20-30 hours, where cataloging, organizing and presentation are the product of such Service Learning.

Possible Resources:

Weihs, J. R., & Intner, S. S. (2009). *Beginning cataloging*. Santa Barbara, CA: Libraries

Unlimited.

Mortimer, M. (2000). *Learn descriptive cataloging*. Lanham, MD: Scarecrow Press.

SCU Classes That are Likely to Apply to this Project:

LIS7300 Cataloging & Classification

LIS7480 Collection Management

LIS7700 Management of Libraries and Information Centers

LIS7740 Special Libraries

LIS7750 Archival Administration & Services

LIS7963 Topics: Libraries and Social Justice
LIS8810 Advanced Archival Management



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Service Learning Opportunities

Service Learning Opportunity:

Online identity and presence development for the MIWRC Learning Center, via such Web 2.0 platforms as Facebook, Twitter, blogging programs, LibraryThing, etc.

Description of Work:

- Work with and on various social networking efforts, connecting the MIWRC Learning Center to other communities via the nets.
- Make them findable, accessible and relevant to potential patrons, be they Native American community members, academic researchers, students who can use the resources of the Learning Center, concerned community members from the Twin Cities area, potential volunteers, current service providers, various Tribal concerns, etc.
- In order to maintain the social networking presence developed during this Service Learning project, the Service Learners will be required to document the purpose, design, adaptability and application of each method of Social Media utilized. Direct training of MIWRC staff to utilize these resources is a must. Sustainability is necessary for this project to be successfully employed.

End Goal:

Promote the information services offered by the MIWRC Learning Center via these platforms, bringing them to a wider audience and expanding their reach, both electronic and real.

Keywords:

Web 2.0 – Social networking – Internet presence – Institutional networking – Facebook – Twitter – LibraryThing – Patron body – Outreach – Promotion – Service provision – Internet – Diverse media – Sustainability – Technical literacy

Approximate Time to Complete:

Determined by depth of networking detail and number of platforms engaged. Each individual Service Learner should easily be able to enable, support and sustain at least two different Web 2.0 platforms per 20-30 hour Service Learning position. This includes the time taken to research, explain, teach and pass on the information necessary for the MIWRC Learning Center staff to maintain the social networking platform.

Possible Resources:

Casey, M. E., & Savastinuk, L. C. (2007). *Library 2.0: A guide to participatory library service*.

Medford, N.J.: Information Today.

Bradley, P. (2007). *How to use Web 2.0 in your library*. London: Facet.

Liebowitz, J. (2007) *Social networking: The essence of innovation*. Lanham, MD: Scarecrow Press.

Zarella, Dan. (2010). *The social media marketing book*. Sebastopol, CA: O'Reilly.

SCU Classes That are Likely to Apply to this Project:

LIS7240 Media Production

LIS7530 Internet Fundamentals & Design

LIS7610 Public Relations

LIS7620 Literacy & Library Involvement

LIS7680 Library 2.0 & Social Networking Technology

LIS7710 Public Libraries

LIS7740 Special Libraries

LIS7963 Topics: Libraries and Social Justice



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Oral History development, instruction and production.

Description of Work:

The MIWRC Learning Center would like to develop a collection of oral histories. The focus of this effort is not just on the product, however, but on the process of creation. It is desired that American Indian youth from the urban community served by the MIWRC engage in the project as interviewers, interviewing their elders. This effort will increase intergenerational contact and cultural awareness in, among, and well beyond the American Indian community.

For their part, Service Learners are asked to:

- research oral histories, including best practices to create them.
- develop instructional materials for the youth who will serve as interviewers. These materials will describe oral histories, their purpose, how to lead them and effective interviewing techniques. It is encouraged that materials created be engaging, interactive, and conducive to group presentation.
- help identify and procure proper materials, technical and otherwise, to carry out the interviews.
- assist in the storing, documentation, classification and presentation of oral histories once they are completed.

End Goal:

To create instructional resources that will help American Indian youth from the community conduct oral history interviews with their elders. This will not only result in an Oral History Collection for the MIWRC Learning Center, but in strengthened bonds, understanding and awareness within the community itself.

Keywords:

Oral history – Interviewing – Skills development – Intergenerational – Technology – Recording – Community informatics – Information production – Digital storage – Collaboration – Instruction

Approximate Time to Complete:

The planning of the project, undertaken with MIWRC Learning Center staff, will fit well within a 20-30 hour Service Learning project. During this time, Service Learners should be able to research and develop instructional materials, help select proper technology resources, and begin working with selected youth interviewers. The rate of oral history

production will depend on the availability of youth interviewers and elder interviewees, who will be identified and selected by MIWRC Learning Center staff.

Possible Resources:

Yow, V. R. (2005). *Recording oral history: A guide for the humanities and social sciences* (2nd ed.). Walnut Creek, CA: AltaMira Press.

Hamilton, P., & Shopes, L. (Eds.). (2008). *Oral history and public memories*. Philadelphia: Temple University Press.

Charlton, T. L., Myers, L. E., & Sharpless, R. (Eds.). (2008). *Thinking about oral history: Theories and applications*. Lanham: AltaMira Press.

Perks, R., & Thomson, A. (Eds.). (2006). *The oral history reader* (2nd ed.). New York: Routledge.

SCU Classes That are Likely to Apply to this Project:

LIS7130 Preservation & Conservation
LIS7590 Digital Libraries
LIS7600 International Librarianship
LIS7610 Public Relations
LIS7620 Literacy & Library Involvement
LIS7710 Public Libraries
LIS7740 Special Libraries
LIS7963 Topics: Libraries and Social Justice
LIS8010 Special Studies in Librarianship



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Learning Center Service Learning Opportunities

Service Learning Opportunity:

Projects in brief.

Description of Work:

Not all Service Learning Projects require vast amounts of time—some are simply short and sweet. Still, their import is immeasurable, as every little step helps the MIWRC Learning Center Library on its journey toward relevancy and community impact.

Some small projects that will great enhance the MIWRC include:

- creating shelf tags for bookshelves, both end and face.
- researching most efficient way to transfer MIWRC VHS collection to DVD.
- organizing displays using high-interest materials from collection.
- updating the automation system, to include new and otherwise unrecorded library materials.
- installing useful bookmarks on each public use computer.
- developing pathfinders about high-interest topics.
- rejuvenating Learning Center publications and outreach materials, implementing updated information and uniform appearance.
- any little thing you see fit!

End Goal:

Help Service Learners make the most of their time at the MIWRC.

Help the MIWRC take full advantage of their time with Service Learners.

Empower, aid and enhance the MIWRC Library so as to better serve patrons and the community.



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Service Learning Opportunities

Service Learning Opportunity:

Social Networking Literacy for Adult Caretakers of Teens and Preteens.

Description of Work:

Many caretakers (who include parents, grandparents and non-relatives) are raising teens and preteens in the American Indian community today. Currently, they have little knowledge of new technologies that their teens/preteens are using, including those on the internet and those on phones. In this instance, the generational divide and the digital divide collide, leaving caretakers unable to monitor, understand or discuss these technologies with their teens/preteens.

The focus of this project is to inform caretakers about technologies, including social networking sites, that their teens and preteens may be engaging in. Explain their utility, their design and the dangers they pose.

After researching, the Service Learner can present pertinent, informative material in any of a variety of ways: a document, an instructional video, a group work curriculum, a takeaway brochure, etc.

End Goal:

Help caretakers engage in critical conversation with their teens and preteens about the use of new social technologies, so as to strengthen intergenerational connections and heighten awareness of their use.

Keywords:

Information literacy – Emerging technology – Caretaker responsibilities – Teens – Preteens – Safety – Internet security – Social networking – Web 2.0 – Media – Conversations – Peers – Relationship building – Awareness

Approximate Time to Complete:

This project, research time included, will fit well within a 20-30 hour Service Learning stay with the MIWRC.

Possible Resources:

Agosto, D. E., Lehu, P. A., & Hughes-Hassell, S. (Eds.). (2010). *Urban teens in the library:*

Research and practice. Chicago: American Library Association.

Dretzin, R., (Writer, Director) & Maggio, J. (Director). (2008). *Growing up online* [motion picture]. United States: PBS Home Video.

Westheimer, R. K. (2008). *Dr. Ruth's guide to teens & sex today: From social networking to friends with benefits*. New York: Teachers College Press.

Shirky, C. (2009). *Here comes everybody: The power of organizing without organizations*. New York: Penguin Books.

Kendall, P. (2007). *Rewired: Youth ministry in an age of IM and Myspace*. Valley Forge, PA: Judson Press.

SCU Classes That are Likely to Apply to this Project:

LIS7010 Intro. To Library & Information Science
LIS7230 Services for Children & Young Adults
LIS7250 Curriculum & School Libraries
LIS7620 Literacy & Library Involvement
LIS7680 Library 2.0 & Social Networking Technology
LIS7710 Public Libraries
LIS7730 School Libraries
LIS7963 Topics: Libraries and Social Justice
LIS8010 Special Studies in Librarianship
LIS8150 Information Technology, People, and Society



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Learning Center

Service Learning Opportunities

Service Learning Opportunity:

Weeding of Learning Center collections.

Description of Work:

The MIWRC Learning Center's collection is in need of weeding. Weeding is an ongoing project, but it is encouraged that the entire collection be taken under review for weeding as soon as possible.

It is suggested that Service Learners:

- define a portion of the collection to focus weeding efforts on. A portion can be defined by the materials found therein, such as the media collection, the children's collection, the periodicals collection, etc. Or, within the greater monograph collection of the MIWRC, a portion can be defined by subject area, such as health, psychology, addiction, non-Native literature, etc.
- conduct research into weeding best practices, especially as they apply to the selected portion of the collection.
- weed the collection, according to research, measures of relevancy and rarity. Do not remove any items from the library prior to review by Learning Center staff.
- make a detailed record of all items weeded from collection, to include, at minimum: title, publisher, year of publication and reason for weeding. Take items out of electronic database if they are therein recorded.
- work closely with Learning Center staff during all steps of the process, and defer to their final decisions concerning the deselection process.

End Goal:

Improve the relevance, appearance and accessibility of the overall MIWRC collection by ensuring that it is well weeded.

Keywords:

Weeding – Collection development – Library management – Deselection – alignment – Service provision – Display – Maintenance – Relevance – Organization – Process

Approximate Time to Complete:

Although weeding is an ongoing process, intensive weeding will greatly enhance the MIWRC Learning Center collection. Conscientious weeding takes time, so it is estimated that Service Learners will be able to address two areas of focus, as mentioned above, during their time with the MIWRC. Where the greater book collection is concerned, the degree of accomplishment will also depend on the size of the focus areas

chosen—it is possible that more than two can be completed within the 20-30 allotted hours of service time.

Possible Resources:

Baumbach, D. J., & Miller, L. L. (2006). *Less is more: A practical guide to weeding school library collections*. Chicago, IL: American Library Association.

Gwinnett County Public Library. (1998). *Weeding guidelines of the Gwinnett County Public Library*. Gwinnett County, GA: Public Library Association.

Larson, J. (2008). *CREW: A weeding manual for modern libraries*. Austin, TX: Texas State Library and Archives Commission. Retrieved at <http://www.tsl.state.tx.us/ld/pubs/crew/>

Reed, S. G. (2002). *Small libraries: A handbook for successful management* (2nd ed.). Jefferson, NC: McFarland & Company, Inc.

Sager, D. J. (2000). *Small libraries: Organization and operation* (3rd ed.). Fort Atkinson, WI: Highsmith Press.

Young, D. (2009). Get to effective weeding. *Library Journal*, 124(19), 36. Retrieved from <http://www.libraryjournal.com/article/CA6705360.html&>

SCU Classes That are Likely to Apply to this Project:

- LIS7010 Introduction to Library & Information Science
- LIS7210 Library Materials for Children
- LIS7250 Curriculum & School Libraries
- LIS7330 Serials: Management
- LIS7480 Collection Management
- LIS7700 Management of Libraries and Information Centers
- LIS7710 Public Libraries
- LIS7740 Special Libraries
- LIS7963 Topics: Multicultural Children's and YA Literature
- LIS7963 Topics: Libraries and Social Justice
- LIS8010 Special Studies in Librarianship



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Learning Center Service Learning Opportunities

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Learning Center

How to Use Delicious

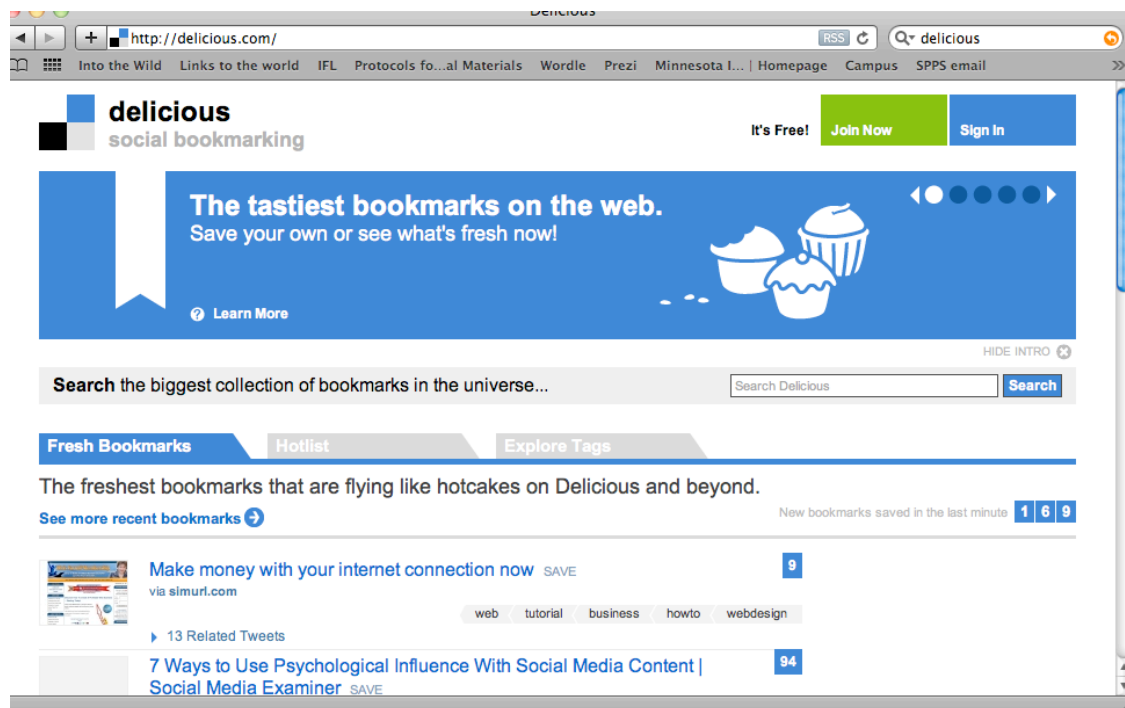
What is Delicious?

Delicious is a social bookmarking web service for storing, sharing, and discovering web bookmarks. The MIWRC has a delicious account found at delicious.com that has valuable resources that you might be interested in already bookmarked. You can also bookmark new sites that you find valuable to the MIWRC account.

How is Delicious accessed?

Step One:

Go to delicious.com on the web. You can either enter delicious in the search box (upper right corner by the magnifying glass) or you can enter <http://delicious.com>. Once the page loads, click on "Sign In" in the blue box in the upper right corner of the page.




Step Two:

Enter the Yahoo ID and the password:

The Yahoo ID is MIWRC. The password is Minnesota1.


If it asks you for your yahoo email account, the user name is MIWRC@yahoo.com. The

password is still Minnesota1.

 **delicious**

a **YAHOO!** company

The tastiest bookmarks on the web.
Save your own or see what's fresh now!




Why am I being asked for my password?

- To protect your account, you need to confirm your password periodically.**
Some Yahoo! services, such as Yahoo! Mail and Yahoo! Address Book, require you to periodically enter your password even though you are already signed in. We do this to protect your personal information.

You can adjust the length of time before password prompting--up to two weeks--by visiting Account Info and clicking on the Edit link for Member Information. [\(more\)](#)

For your security, we will always prompt you for your password when accessing sensitive personal information, like Account Info.
- Only one account can be signed in at a time.**
If you're not "miwrc", [sign in with your own ID.](#)

Please verify your password

 **Are you protected?**
Create your sign-in seal.
(Why?)

Yahoo! ID
miwrc

Password:

Sign In

[I can't access my account](#) | [Help](#)

Not miwrc?
[Sign in as a different user.](#)


Congratulations! You are now signed in to the MIWRC delicious account. Now, for the fun part...The web resources bookmarked for you at the MIWRC are now one click away. Just click on the link that you are interested in.

http://delicious.com/miwrc


Into the Wild Links to the world IFL Protocols fo...al Materials Wordle Prezi Minnesota I... | Homepage Campus SPPS email

Historical Trauma miwrc's Bookmarks on Delicious APA Citation Style

Hi, **Miwrc** | [Inbox](#) | [Settings](#) | [Help](#) | [Sign Out](#)

 **delicious**

[Home](#) | [Bookmarks](#) | [People](#) | [Tags](#)

 **Miwrc's Bookmarks**

[Bookmarks](#) | [Network](#) | [Tags](#) | [Subscriptions](#) | [Inbox](#)

See more bookmarks in [Popular](#), [Recent](#), or [look up a URL](#).

miwrc

Type a tag

Bookmarks 50

Display options

09 MAY 10

Substance Abuse and Mental Health Services Administration (SAMHSA) Website

EDIT | DELETE

substance abuse mental health samhsa resources

Historical Trauma

EDIT | DELETE

historical trauma Takini network article resources

04 MAY 10

Indian Country Diaries . Today's Challenges . Historic Trauma | PBS

EDIT | DELETE

historical trauma article

Historical Trauma

EDIT | DELETE

historical trauma article

Minority and Multicultural Health - Minnesota Dept. of Health

EDIT | DELETE

health article historical trauma

Native American Community Clinic - Welcome

EDIT | DELETE

health clinic

Save a new bookmark

Edit public profile

Bulk edit

Browse these bookmarks **BETA**

Tags

Options

Top 10 Tags

education 19

health 16

resources 15

higher 14

university 9

college 8

news 7

Tribal 7

article 5

colleges 5

All Tags 102

How do I sort the resources?

Each website that has been bookmarked has been “tagged” with keyterms that sort similar resources together. Click on the tag from the “Tags” list on the right hand side of that page to sort based on keyterms.

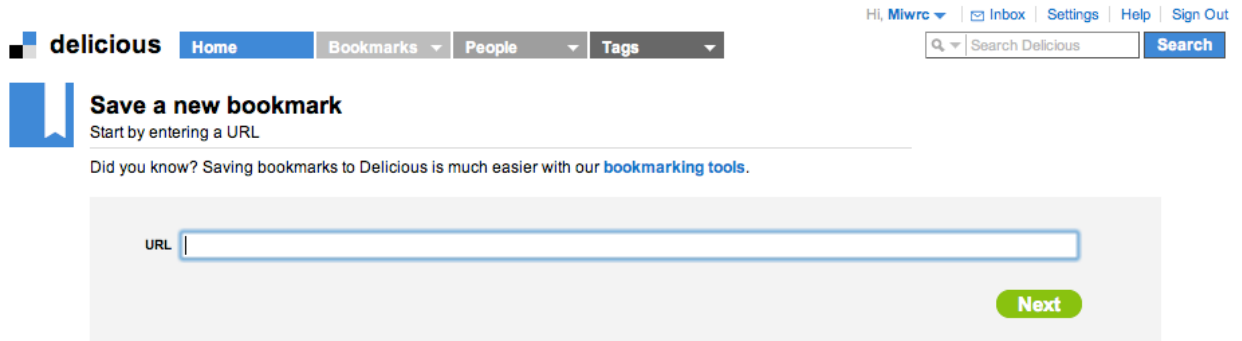
The screenshot shows the Delicious website interface. The browser address bar displays 'http://delicious.com/miwrc/education'. The page title is 'Miwrc's education Bookmarks'. Below the title, there are links for 'Bookmarks', 'Network', 'Tags', 'Subscriptions', and 'Inbox'. A search bar is visible on the right. The main content area lists several bookmarks with their titles and associated tags. For example, 'FAFSA - Free Application for Federal Student Aid' has tags like 'fafsa', 'funds', 'higher', 'colleges', 'university', and 'education'. A sidebar on the right titled 'Tags' shows a list of related tags and their counts, such as '+aid' (1), '+businesses' (1), '+college' (7), etc.

You can also go to the “Tags” link that lists all the keyterms located under MIWRC Bookmarks in the center of the page (Bookmarks / Network/ Tags/ Subscriptions/ Index). You can then click any term you are interested in.

The screenshot shows the 'Miwrc's Tags' page on the Delicious website. The page title is 'Miwrc's Tags'. Below the title, there are links for 'Bookmarks', 'Network', 'Tags', 'Subscriptions', and 'Inbox'. A search bar is visible on the right. The main content area displays a large list of tags, such as 'abuse', 'aid', 'art', 'article', 'arts', 'artwork', 'businesses', 'career', 'chemical', 'child', 'children's', 'clinic', 'college', 'colleges', 'community', 'culture', 'dakota', 'data', 'dependency', 'directory', 'documentary', 'education', 'educational', 'educator', 'environmental', 'facebook', 'facts', 'fafsa', 'film', 'financial', 'for', 'fund', 'funds', 'government', 'grants', 'health', 'higher', 'historical', 'history', 'home', 'housing', 'human', 'independent', 'indian', 'issues', 'job', 'journal', 'justice', 'K-12', 'K-8', 'kids', 'land', 'language', 'leadership', 'library', 'links', 'literature', 'loans', 'materials', 'media', 'mental', 'music', 'network', 'news', 'non-profit', 'Ojibwe', 'online', 'opportunities', 'organizations', 'parent', 'pathway', 'photography', 'Pre-school', 'prevention', 'program', 'programs', 'radio', 'reproductive', 'reservation', 'resource', 'resources', 'samhsa', 'scholarship', 'scholarships', 'schools', 'search', 'services', 'social', 'stories', 'storytellers', 'substance', 'suicide', 'support', 'Takini', 'talk', 'traditions', 'transitional', 'trauma', 'Tribal', 'university', 'virtual', 'washington', 'welfare', 'women', 'women's', and 'youth'. The tags are sorted alphabetically, and a 'By size' option is available.

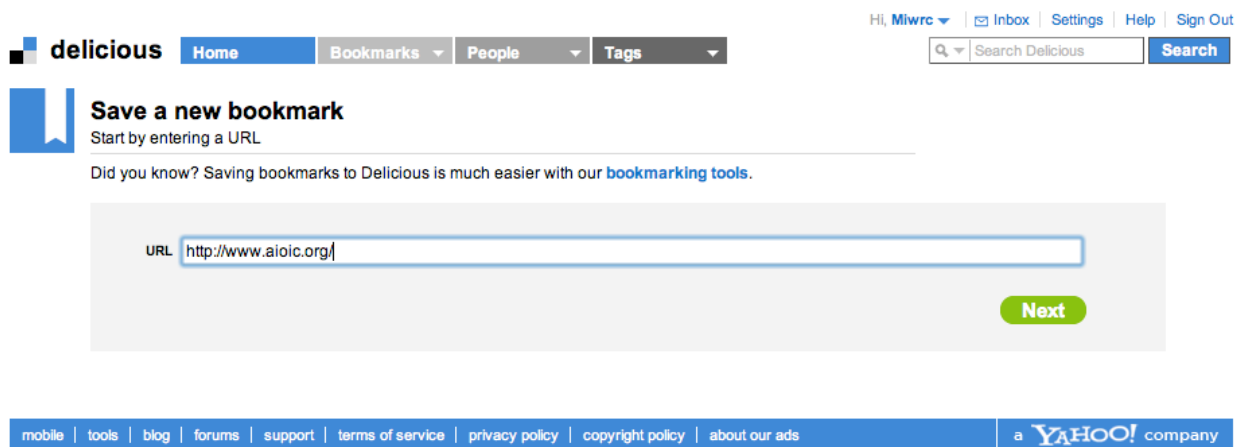
How do I bookmark new sites to the delicious account?

On the right hand side of the page, under the search box, click on “Save a new bookmark.”



The screenshot shows the top navigation bar of the Delicious website with the user logged in as 'Miwrc'. Below the navigation bar, the 'Save a new bookmark' section is visible. It includes a sub-header 'Save a new bookmark' and a prompt 'Start by entering a URL'. A text input field labeled 'URL' is empty, and a green 'Next' button is positioned to its right. A helpful tip is displayed below the input field.

Then, in the URL box, copy and paste (or type in) the address of the website you would like to add and then click the next box.



This screenshot shows the same 'Save a new bookmark' form, but the 'URL' field now contains the text 'http://www.aiolic.org/'. The 'Next' button remains visible to the right of the field. The footer of the page contains a list of links and the text 'a YAHOO! company'.

Next, add the keywords you think apply to the website. You can use the keywords from the tag page or create new keyterms that will automatically be added to the tag page.

delicious [Home](#) [Bookmarks](#) [People](#) [Tags](#) Hi, **Miwrc** [Inbox](#) [Settings](#) [Help](#) [Sign Out](#) [Search](#)

Save a new bookmark

Now add tags and notes

URL Required

TITLE Required

NOTES

TAGS 1000 characters left
Space separated, 128 characters per tag

FOR Space separated

☐ Mark as Private [Save](#) [Cancel](#)

Tags [Send](#) Sort: [Alpha](#) | [Frequency](#)

You're one of the first to bookmark this page, so there are no recommended or popular tags yet.

[All my tags](#)

Remember to **Save** the page before moving on. The page will then update so you will see your new added link to the top of the MIWRC page.

delicious [Home](#) [Bookmarks](#) [People](#) [Tags](#) Hi, **Miwrc** [Inbox](#) [Settings](#) [Help](#) [Sign Out](#) [Search](#)

Miwrc's Bookmarks

[Bookmarks](#) | [Network](#) | [Tags](#) | [Subscriptions](#) | [Inbox](#)

See more bookmarks in [Popular](#), [Recent](#), or [look up a URL](#).

miwrc [Bookmarks](#) 51 [Display options](#)

10 MAY 10 [American Indian OIC](#) [3](#)
EDIT | DELETE [career](#) [opportunities](#) [job](#) [non-profit](#) [organizations](#) [community](#) [resources](#)

09 MAY 10 [Substance Abuse and Mental Health Services Administration \(SAMHSA\) Website](#) [321](#)
EDIT | DELETE [substance](#) [abuse](#) [mental](#) [health](#) [samhsa](#) [resources](#)

[Historical Trauma](#) [2](#)
EDIT | DELETE [historical](#) [trauma](#) [Takini](#) [network](#) [article](#) [resources](#)

04 MAY 10 [Indian Country Diaries . Today's Challenges . Historic Trauma | PBS](#)
EDIT | DELETE [historical](#) [trauma](#) [article](#)

[Historical Trauma](#)
EDIT | DELETE [historical](#) [trauma](#) [article](#)

[Minority and Multicultural Health - Minnesota Dept. of Health](#) [2](#)

Tags [Options](#)

▼ Top 10 Tags

| | |
|------------|----|
| education | 19 |
| health | 16 |
| resources | 16 |
| higher | 14 |
| university | 9 |
| college | 8 |
| news | 7 |
| Tribal | 7 |
| article | 5 |
| colleges | 5 |

[All Tags](#) 106

Have fun and enjoy the delicious resources at the MIWRC!



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Online Education Resources

American Indian College Fund. (2009, Dec 30). *Tribal Colleges*. Retrieved from

<http://www.collegefund.org/colleges/main.html>

American Indian Higher Education Consortium. n.d. *Virtual Library of the American Indian*

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American Indian Services. n.d. *American Indian Services*. Retrieved from

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Evergreen College. (2010). *Pathways for Native American Students: A Report on Colleges and*

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http://www.nativeweb.org/resources/education_and_youth_resources/colleges_universities/

Nay Ah Shing Schools. n.d. *Welcome to Nay Ah Shing Schools*. Retrieved from

<http://www.nas.k12.mn.us/>

Pine Grove Leadership Academy. n.d. *Pine Grove Leadership Academy*. Retrieved from

<http://www.pinegrovela.org/>

The University of Tennessee. n.d. *Office of Equity and Diversity: Native American Colleges and*

Universities. Retrieved from http://oed.utk.edu/searches/native_amer.shtml

Yahoo!. n.d. *American Indian Tribal Colleges in the Yahoo! Directory*. Retrieved from

http://dir.yahoo.com/Education/Higher_Education/Colleges_and_Universities/United_States/American_Indian_Tribal_Colleges/



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Online Employment Resources

American Indian Specific Resources

American Indian OIC. (2008). *American Indian OIC*. Retrieved from <http://www.aioic.org/>

Juju Job Search. (2010). *American Indian Jobs*. Retrieved from <http://www.job-search-engine.com/keyword/american-indian/>

Native American Jobs. n.d. *Native American Jobs*. Retrieved from <http://www.nativeamericanjobs.com/>

United States Department of Labor Employment and Training Administration. (2010, April 29). Indian and Native American Program (INAP). Retrieved from <http://www.doleta.gov/DINAP/>

Local Job Resources

American Indian OIC. (2008). *The Minneapolis Employment and Training Program*. Retrieved from <http://www.aioic.org/metp.html>

Department of Employment and Economic Development. (2009). *Positively Minnesota*. Retrieved from <http://www.positivelyminnesota.com/index.aspx>

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<http://www.hclib.org/pub/search/SubjectGuides.cfm?Topic=Jobs/>

Saint Paul Public Library. (2010). Workplace. Retrieved from

<http://www.stpaul.lib.mn.us/workplace/index.html>

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Doyle, A. (2010). *Resume Writing Guide*. Retrieved from

<http://jobsearch.about.com/od/resume/a/resumeguide.htm>

Employment Spot. (2009). *Perfect Your Resume—Write the resume that lands the job*. Retrieved

from <http://www.employmentspot.com/employment-articles/perfect-your-resume-write-the-resume-that-lands-the-job/>

JobsStar Central. (2009). *Job Search Guide from your Local Public Library*. Retrieved from

<http://jobstar.org/tools/resume/res-web.php#General>

How to Write A Resume.org. (2010). Get Ahead with a Better Resume. Retrieved from

<http://www.how-to-write-a-resume.org/>



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Learning Center Online Health Resources

Leech Lake Band of Ojibwe. n.d. *Health*. Retrieved from <http://llojibwe.com/health/index.html>

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http://www.millelacsojibwe.org/Page_HealthAndHumanServices.aspx

Minnesota Department of Health. (2010, May 10). *Minority and Multicultural Health*. Retrieved

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<http://www.nativeamericancultures.com/health.htm>

Native American Health Center. (2007). *Native American Health Center*. Retrieved from

<http://www.nativehealth.org/index.html>

The Native American Women's Health Education Resource Center. n.d. *The Native American*

Women's Health Education Resource Center. Retrieved from

<http://www.nativeshop.org/>

National Indian Health Board. n.d. *Public Health*. Retrieved from

http://www.nihb.org/public_health/public_health.php

Native Indian Women's Health Resource Center. (2008). *Native Indian Women's Health*

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- United States National Library of Medicine. (2010, May 10). *American Indian Health*. Retrieved from <http://americanindianhealth.nlm.nih.gov/>
- U.S. Department of Health and Human Services. (2010, May 11). *Substance Abuse & Mental Health Services Administration*. Retrieved from <http://www.samhsa.gov/>
- U.S. Department of Health and Human Services, Office of the Surgeon General. (2010, March 4). *Culturally Specific Mental Health Resources*. Retrieved from <http://mentalhealth.samhsa.gov/cre/resource4.asp>
- U.S. Department of Health and Human Services. . n.d. *Indian Health Service*. Retrieved from <http://www.ihs.gov/>

Service Learning Sites & Opportunities

Volunteer Site: Minnesota Indian Women's Resource Center (MIWRC), with the Learning Center's Library.

Volunteer Duties & Activities: Familiarize self with the mother-organization (the greater MIWRC), the population to be served, the library collection, the Learning Center staff, and the needs that exist in their information provision efforts. Our Service Learning project was spent making recommendations on weeding the collection (focusing on the reports section to begin with), which required a great deal of research and reference, physically weeding the collection, developing a binder of documents detailing possible future Service Learning projects, and creating an online resource (Delicious) to link the MIWRC Learning Center Library and its patrons to pertinent, reviewed, and relevant resources that will serve their needs, immediate and future.

Requirements to Volunteer at Site: Background check (free), attendance at an orientation session (run by Sue Kincade, the MIWRC Human Resources manager), and self-determination.

Relation to Libraries & Social Justice: MIWRC works with Indian women and their families to support them in identifying “their strengths and resources, define solutions, and make clear intentional choices for the future” (MIWRC brochure). The Learning Center therein provides training, education and resources to individuals in, supporting and surrounding this population. The library does the same, via provision of information services. Each and every department ventures to enhance the American Indian community through their services, and this should be the aim of your Service Learning project as well.

Would you recommend this Service Learning opportunity to others? Certainly!

Why or why not?: Yes, because the opportunities to help are plentiful, and the needs are great. Having worked with Service Learners now (with us throughout the semester), the Learning Center is now prepared to host more. For Service Learners, Service Learning like this:

- bridges course work and real life experience.
- enhances critical thinking skills.
- improves interpersonal skills, including collaboration and leadership skills.
- provides insight into social issues, different cultures and community needs.
- allows for safe exploration of the workplace and a multitude of professional opportunities.
- promotes the production, documentation and evaluation of real-life projects.
- connects theory with practice in a way that positively shapes the world around them.

Who should consider this opportunity? Someone who doesn't mind getting dirty and jumping right in! The person should be motivated and willing to work independently or with a partner. Additionally, person should be able to set their own parameters for their particular project and communicate well with Janet, the librarian at the MIWRC library; Jo, the director; and Beth, the Training Program Resource Specialist.

How to get involved: email Beth Sanftner at beth@miwrc.org

Best Contact Person at site – Beth Sanftner (above-listed contact)

Best Contact Number for site – (612) 728-2009

Address of site –

Currently, it is 2300 15th Avenue South

Minneapolis, MN 55404

(location will be changing soon, to an exciting new location!)

Other notes you would like to share with future Service Learners concerning this site:

This site allows for independent learning, but Janet, Jo, and Beth are on site to help guide the process for whatever project you choose. Their needs must be kept in mind when deciding the scope of the project.